

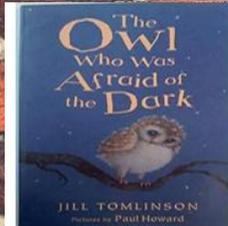
# Year 2 Spring Term Two

## English

In English we will be focusing on the non-fiction book 'Florence Nightingale' for our text based lessons. We will use the text to inform our persuasive writing and report.

We will make cross-curricular links with History as we consider 'How should we remember Florence Nightingale and Mary Seacole?' In Poetry we will explore 'Eletelephony' by Laura Richards.

We are reading...



## Homework

### Daily:

Reading  
Times Tables Rock Stars.

### Weekly:

**Spellings:** Little Wandle Spellings

**English:** This term, pupils should use their spellings in a sentence.

### Maths:

Weekly maths challenge linked to learning of the week.

## Maths

### Shape:

Children will learn that a polygon is a 2D shape with straight sides that meet at vertices and find different ways to sort and name them according to the number of sides and vertices.

### Addition and Subtraction of two-digit numbers 2:

Children will be able to add a 2-digit number to a 2-digit number and explain strategies used to add and subtract.

## History

Florence Nightingale and Mary Seacole are our focus in History this term. We begin with finding out how we know if a story is real or imaginary, move on to finding out what makes a person historically important, discover more about their lives and establish what life was like in a Scutari hospital. Finally, we will consider their greatest achievements and how we should remember them.

**CST Question:** How did Florence Nightingale and Mary Seacole use their gifts and talents for the good of everyone? (Solidarity and the Common Good)

## R.E

**Lent:** This unit is designed to develop children's knowledge and understanding of the season of Lent and the importance of forgiveness at this time.

**Holy Week:** This unit is designed to help the children's knowledge and understanding of the events of Holy Week.

## Science

### **Living Things and Their Habitats**

Pupils will continue to learn about living things and their habitats. We will learn about different types of habitats, animals and their diets, food chains and how we know if something is living, dead or never been living.

## DT

### **DT: Perfect Pizza**

Children will explore and discuss pizza bases and a variety of pizza toppings. They will look at food categories and balanced diets, and be challenged to sort pizza toppings into groups. They will design a pizza based on their healthy food plate ideas. They will then make and evaluate the pizzas.

## Music

### **Charanga**

#### **Zoo time:**

As we explore the song 'Zoo time,' we will begin to understand the interrelated dimensions of music (pulse, rhythm, pitch etc.) and will play musical instruments to link with these

## RHE

### **Ten Ten:**

Module 2: created to love others;  
Unit 3 life online, Rules to help us understand safe and unsafe situations, including online, Asking for adult help with anything that causes feelings of worry or being unsafe.

**British Values:** Tolerance of those with different faiths and beliefs.

**Gospel Virtues:** Attentive and Discerning

## Computing

### **Data and information – Pictograms**

This unit introduces the children to the term 'data'. They will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them to organize data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.

## PE

### **Sending and receiving:**

Children will develop sending and receiving skills including: throwing, kicking, catching, tracking and stopping a ball. They will apply their skills individually, in pairs and in small groups and begin to manage their own activities.

### **Dance:**

Children will explore space and how their body can move to express an idea, mood or character feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding dynamics and expression. They will use counts of 8 consistently to keep in time with music and a partner. Children will explore pathways, levels, shapes and timing both in pairs and independently.